DOCUMENT RESUME

ED 406 563 CE 073 825

TITLE	General Curriculum Options Stream. CGEA Information Sheet No. 6.
INSTITUTION	Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE	97
NOTE	6p.; For related documents, see CE 073 822-824.
PUB TYPE	Reports - General (140)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Basic Education; Adult Literacy; Cultural Education; Data Analysis; *Educational Certificates; Evaluation Criteria; Evaluation Methods; Foreign Countries; General Education; *High School Equivalency Programs; Information Seeking; Information Utilization; Integrated Curriculum; *Interpersonal Communication; Learning Modules; Literacy Education; Mathematics Skills; *Problem Solving; Student Certification; Student Evaluation; Teamwork
IDENTIFIERS	*Certificates of General Educ Adults (Australia)

ABSTRACT

This information sheet describes General Curriculum Options, one of four streams or subject areas offered in the Certificates in General Education for Adults (CGEA) in Australia. The first seven learning outcomes are based on seven key competencies: collecting, analyzing, and organizing information; planning and organizing activities; communicating ideas and information; working with others and in teams; using mathematical ideas and techniques; solving problems; and using technology. The eighth learning outcome is identifying, analyzing, and applying the practices of culture. Content or Underpinning Knowledge outlines key concepts pertaining to each learning outcome that may need to be introduced to students so they can achieve competence. The lists, which correspond to the eight learning outcomes, appear at the beginning of each module. The General Curriculum Options can be offered as part of the CGEA in two ways: by integrating the learning outcomes with those of other streams and through a discrete field of study. Module purposes at each of the four levels are described, and information is provided on reading the learning outcome details, including assessment criteria, assessment criteria, conditions of assessment, and assessment tasks. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 406 563

General Curriculum Options Stream
CGEA Information Sheet No. 6

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

C. Kinsella

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CE073825

BEST COPY AVAILABLE

General Curriculum Options Stream

General Curriculum Options is one of the four streams offered in the Certificates in General Education for Adults (CGEA).

The first seven learning outcomes of the General Curriculum Options are based on the seven key competencies developed and published by the Mayer Committee in the **Putting General Education to Work** report in 1992. The Mayer report describes the key competencies as the capacity to apply knowledge and skills in an integrated way in work situations. However, this does not only apply to work in a workplace. These competencies are applicable to a range of work occurring in a range of learning environments such as the classroom, community house or training program in addition to the workplace.

How the Mayer Competencies are used in the General Curriculum Options

The use of the Mayer competencies as learning outcomes for the General Curriculum Options is designed to:

- provide links between general adult basic education and vocational education and training
- provide an opportunity for developing new curriculum to meet a diverse range of student needs and interests. Program coordinators and teachers are given the freedom to develop a curriculum that is based around local interests and opportunities for learning
- provide an opportunity for the provision of learning to learn curriculum within education or training which is separate from subject based content.

Learning outcomes

These first seven learning outcomes are:

1 **Collecting, analysing and organising information** which focuses on the capacity to locate information, sift and sort information in order to select what is required and present it in a useful way, and evaluate both the information itself and the sources and methods used to obtain it.

2 **Planning and organising activities** which focuses on the capacity to plan and organise one's own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.

3 **Communicating ideas and information** which focuses on the capacity to communicate with others using the range of spoken, written, graphic, and other non-verbal means of expression.

4 **Working with others and in teams** which focuses on the capacity to interact effectively with other people both on a one to one basis and in groups, including understanding and responding to the needs of others and working effectively as a member of a team to achieve a shared goal.

5 **Using mathematical ideas and techniques** which focuses on the capacity to use mathematical ideas, such as number and space, and techniques, such as estimation and approximation, for practical purposes.

6 **Solving problems** which focuses on the capacity to apply problem solving strategies in purposeful ways, both in situations where the problems and desired outcomes are clearly evident and in situations requiring critical thinking and a creative approach to achieve an outcome.

7 **Using technology** which focuses on the capacity to use technology, combining physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems. The definition of technology therefore includes equipment and materials, as well as patterns of operations, and systems of ideas and principles.

Development of eighth learning outcome

The additional eighth learning outcome for the General Curriculum Options - 'Identify, analyse, and apply the practices of culture' is informed by the final report on **Cultural Understandings as the Eighth Key Competency** (1994), and the discussion paper, **The Redrafting of the Proposed Eighth Key Competency** (1995).

It has been included in the CGEA in response to the statement from a meeting of the Ministerial Committee on Employment, Education, Training and Youth Affairs in 1996 that stated: "individual States and Territories (may) undertake studies of the applications of Cultural Understandings in curricula for life long learning and non-work situations".

8 **Identifying, analysing, and applying the practices of culture** focuses on the capacity to use an understanding of the cultures and cultural issues applying in a given context. This understanding is developed through recognition and analysis of the organisational and personal cultures and cultural issues involved in any activity. This understanding can then be applied to carry out the activity successfully.

CGEA

Content/Underpinning knowledge

The Key competencies assume a basis of knowledge and skills and understandings which need to be integrated and applied to achieve a purpose or complete a task.

The section, *Content/Underpinning knowledge* outlines key concepts pertaining to each learning outcome that may need to be introduced to students in order that they can achieve competence in that learning outcome. They also act as a glossary of terms and as a place for teachers to check their understandings of the assessment criteria.

Teachers must be clear that their classroom practice has introduced students to the range of skills and understandings that are then assessed in each learning outcome. These lists are not conclusive lists to be learned or checked off by students or teachers, nor are they extensions of the assessment criteria, they are meant as a starting point or guide for teachers in the planning of their curriculum. They may not be appropriate for all levels or particular fields of study.

The following is an abridged version of the lists that appear at the beginning of each General Curriculum Options module:

1. Can collect, analyse and organise information

- identifying purpose of information, recognising the nature of the audience and sources of information
- identifying modes of information delivery
- recognising social, cultural and ethical responsibility in the use and management of information
- locating and acquiring information
- accessing and retrieval techniques and principles
- analysing and organisation of information
- observing and recording techniques
- evaluating quality and validity of information.

2. Can plan and organise activities

- clarifying purpose of the activity
- managing priorities and process
- evaluating performance and process
- responding to factors affecting priorities.

3. Can communicate ideas and information

- identifying the function of a communication
- distilling main points, discarding unnecessary detail
- choosing the best mode of communication
- selecting appropriate form and style
- maximising carriage of intended meaning
- revising communication.

4. Can work with others and in teams

- clarifying the purpose of working with others
- taking account of different roles and perspectives
- achieving objectives.

5. Can use mathematical ideas and techniques

- establishing purposes and objectives of the activity
- choosing the best method or application to solve a problem
- separating embedded maths from written information
- adapting and transferring existing measurements or plans to new situations
- making judgements about precision and accuracy in relation to the situation and the audience
- interpreting and evaluating solutions.

6. Can solve problems

- clarifying and framing of a problem
- understanding a problem
- achieving appropriate completion
- anticipating problems, sources and contexts
- evaluating outcomes and processes.

7. Can use technology

- interpreting and using the goals of using technology
- using scientific and technological principles and practices
- using technology socially and ethically responsibly
- accommodating environs and personal physical capacity.

8. Can identify, analyse, and apply the practices of culture

- identifying the definitions of culture
- recognising different forms of effective communication
- respecting individual and organisational rights and responsibilities
- including differing perspectives in group processes.

For further information about the CGEA please contact Jan, Louise or Dave at the Adult Education Resource and Information Service, ARIS, Language Australia, Level 9, 300 Flinders St., Melbourne on (03) 9614 0255.

© The Adult, Community and Further Education Board, Victoria, 1997

CGEA

GCO provision

The General Curriculum Options can be offered as part of the CGEA in two ways:

- by integrating the learning outcomes with those of other streams
- through a discrete field of study.

Integrating with other streams

A provider may develop a thematic approach to the delivery of Reading and Writing, Oral Communication, and Numerical and Mathematical Concepts streams.

The General Curriculum Options are used as an organisational structure for the development of the competencies of the other three steams. The curriculum is then fully integrated, using a combination of teaching and assignment work to achieve the stated learning outcomes

A discrete field of study

A provider may develop and offer a discrete field of study that reflects local interest, expertise or relevance such as Australian studies, Koori studies, media studies, information technology, study skills, creative arts or trade related subjects.

As such, the General Curriculum Options provide a vehicle for the delivery of a content oriented field of study. In this way the Mayer competencies can be used twofold: as a framework for assessing knowledge about a particular content area and independently as key competencies. This 'wheels within wheels' approach allows the student to use the competency of 'Collecting, analysing and organising information' for example, to reflect their understanding of a particular base of knowledge.

Where students undertake a General Curriculum Option that is particular to a specialist field of study the Statement of Attainment or Certificate in General Education for Adults should clearly state this field of study.

GCO as a means of teaching content

A provider, choosing to offer the General Curriculum Options in either of these ways will find, that either way, when the General Curriculum Options are used as the delivery vehicle for a curriculum, as the means of teaching the content, they gain relevance in a concrete, connected sense.

Learners must show competence in three out of the eight learning outcomes in each General Curriculum Options module.

Module Purposes

Level 1

The purpose of this module is to provide students with the confidence, skills and experience to enable them to undertake familiar and/ or personal activities efficiently. They need to follow the instructions and guidelines for the completion of activities and use sufficient self-management (including asking for help and modelling their own work on existing examples) to meet the clearly established requirements of the activity. At the completion of each activity students will be able to make judgements based on personal experience about the quality of the outcome against established criteria.

Level 2

The purpose of this module is to provide students with the confidence, skills and experience to enable them to undertake everyday activities efficiently. They need to apply guidelines and instructions for the completion of activities to the situation at hand, use sufficient self management (including asking for help and modelling on existing examples) to meet the explicit requirements of the activity. At the completion of each activity students will be able to make judgements based on experience about the quality of the outcome against established criteria.

Level 3

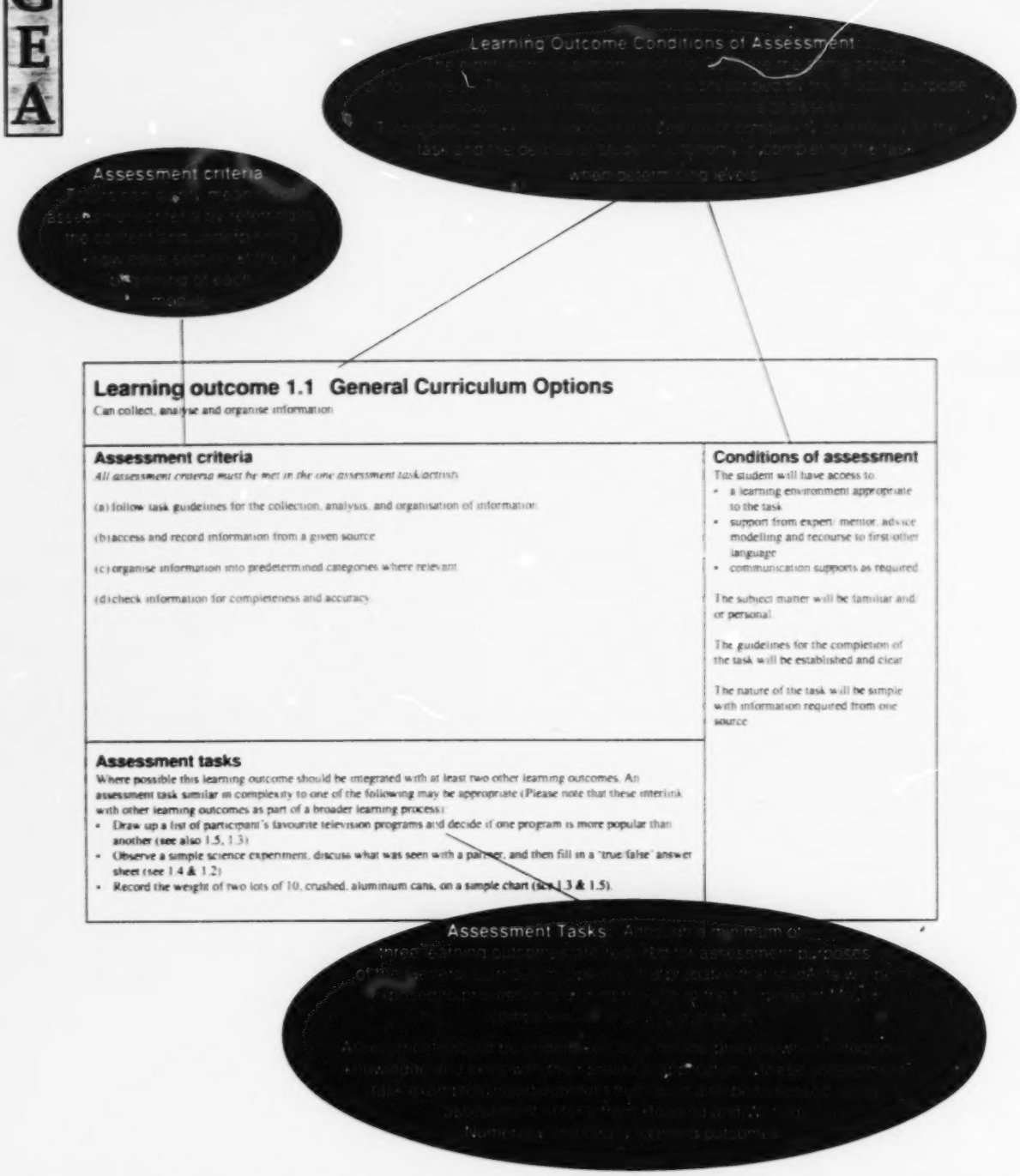
The purpose of this module is to provide students with the confidence, skills and experience to enable them to undertake and manage everyday activities efficiently. They need to be able to select, apply and integrate a number of elements that go into the successful completion of an activity using self management methods (including support where required). At the completion of each activity students will be able to make judgements about the quality of process and outcome by selecting from established evaluation criteria.

Level 4

The purpose of this module is to provide students with the confidence, skills and experience to enable them to plan, undertake and manage activities efficiently. They need to be able to evaluate and reshape the processes that go into the successful completion of an activity, establishing and using principles in order to determine appropriate ways of approaching activities. At the completion of each activity students will be able to establish evaluation criteria for judging the quality of process and outcome.

CGEA

Reading the learning outcome details


Learning Outcome Conditions of Assessment
Assessment criteria
Learning outcome 1.1 General Curriculum Options
Can collect, analyse and organise information
Assessment criteria
All assessment criteria must be met in the one assessment task/activity
(a) follow task guidelines for the collection, analysis, and organisation of information
(b) access and record information from a given source
(c) organise information into predetermined categories where relevant
(d) check information for completeness and accuracy
Conditions of assessment
The student will have access to:
• a learning environment appropriate to the task
• support from expert/ mentor, advice modelling and recourse to first/other language
• communication supports as required
The subject matter will be familiar and/ or personal.
The guidelines for the completion of the task will be established and clear.
The nature of the task will be simple with information required from one source.
Assessment tasks
Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):
• Draw up a list of participant's favourite television programs and decide if one program is more popular than another (see also 1.5, 1.3)
• Observe a simple science experiment, discuss what was seen with a partner, and then fill in a 'true/false' answer sheet (see 1.4 & 1.2)
• Record the weight of two lots of 10, crushed, aluminium cans, on a simple chart (see 1.3 & 1.5).
Assessment Tasks

For information & advice about the CGEA contact:
ARIS, Language Australia
Level 9, 300 Flinders Street
Melbourne Vic 3000
Ph: 03 9614 0255 Fax: 03 9629 4708

LANGUAGE AUSTRALIA

Adult Education in the Community

6

For further information about the CGEA please contact Jan, Louise or Dave at the Adult Education Resource and Information Service, ARIS, Language Australia, Level 9, 300 Flinders St., Melbourne on (03) 9614 0255.

© The Adult, Community and Further Education Board, Victoria, 1997

BEST COPY AVAILABLE